Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT SUCCESS CHARTER SCHOOL February 1, 2007

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS). This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted in Success Charter School on January 16-17, 2007, included student record reviews, interviews with school administrators, teachers, students, and parents, and classroom observations. Parent surveys were also mailed to a small sample of parents. Information from these data sources was shared in an exit meeting attended by staff from Success Charter Schools.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Most special education files come from other schools with the IEP complete.
- Evaluations are completed and current in most files.
- The school is small.
- Special education files were easily located and reviewed by the one special education teacher.
- The special education teacher is working towards being highly qualified through review of subject areas and additional coursework.
- The paraprofessional is well trained and aware of his responsibilities.
- Success Charter School staff expressed appreciation for the support they receive from Granite School District.
- Special education files were kept in a locking file cabinet with a posted Access Authorization and Record
 of Access included in each file.
- Small groups allow teachers to address learning styles of each student and provide additional support where needed.
- Students with disabilities are included in all school activities with their peers.
- Students expressed appreciation for the additional support provided by all school staff.
- Success Charter School hired a special education teacher to provide and supervise the provision of specialized instruction.
- Paraprofessionals are highly trained and relate well with students.
- There is a process in place to track down special education files quickly from Granite School District and other districts.
- Reevaluations are conducted and completed within three years.
- Child Find is addressed and struggling students are provided with interventions prior to referral.
- Student primary home language is documented in special education files.
- Success Charter School staff attend trainings and meetings provided by Granite School District, the Utah State Office of Education (USOE), and the Utah Personnel Development Center (UPDC).
- Summer instructional program is offered for all students attending or students who have attended Success Charter School during the previous school year.
- School climate was energetic and welcoming. School staff expressed passion for helping at-risk students.

Parent Involvement

- Parents indicated that meetings were held in a timely manner, usually at intake.
- Parents stated that teachers were aware of the students' needs.

- Parents indicated that the school staff are available to answer any question at any time.
- Complete Notice of Meeting for eligibility, IEP and transition meetings were included in special education files.
- Parents reported that the staff motivates their students to come to school.
- Parents feel that the methods of instruction used with their students provide them with immediate success.
- Consent for Initial Placement was included in special education files.
- Parents are provided with trainings every term on various topics, such as learning styles, the importance of
 picking appropriate peer groups, and motivational speakers. Topics are selected by school coordinators
 based upon student needs.
- Parents were provided with copies of Eligibility Determination.

Free Appropriate Public Education in the Least Restrictive Environment

- All students have access to the general curriculum and are placed in appropriate classes in the general setting.
- All students are treated equally regardless of disability.
- Students can attend their neighborhood school for vocational training and electives if they want a more involved educational program.
- All students are included in field trips at no extra expense.
- IEPs are reviewed and revised annually.
- IEPs included strong Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements that included baseline data, how the disability affects progress/involvement in the general curriculum, and transition.
- IEPs included measurable goals that supported post-school goals and addressed areas of need as documented by the PLAAFP statement.
- IEPs contain signatures of all required team members, as well as students.
- Files were organized and special education teacher could locate documents easily.
- All students are invited to participate in extracurricular activities.
- Students with disabilities stated that they do not feel "singled out" due to their disabilities.
- Students are able to attend concurrent classes at Taylorsville High School, other high schools, and Salt Lake Community College.
- All school staff were able to verbalize knowledge of Least Restrictive Behavior Intervention (LRBI) requirements.
- IEPs are current for each student with disabilities enrolled at Success Charter School.

Transitions

- Transition goals included in IEPs are implemented to meet the needs of the student.
- Students are evaluated to help them understand learning styles and how they play a part in the educational process.
- Inventories are given to help students focus on a transition goal.
- Transition plans are included in IEPs.
- Student post-secondary goals are documented within the transition plan.
- Special education files and transition plans included documentation of age-appropriate transition assessments.
- Age of Majority was documented and signed before student's 17th birthday.

Disproportionality

- When compared to local population and state average data, students at Success Charter School are determined eligible following state and district policy.
- Success Charter School reported 0 suspensions of 10 days or greater during the 2005-2006 school year.
- Documentation of parent's primary home language was included in each special education file.

Areas of Systemic Noncompliance*

 ✓ Transition plans did not include course of study.

^{*}These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.